**K-5 Math Lesson Plan**

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| **Teacher: Archer Elem.** | | | **Grade: 3rd** | | | **Date(s)**: Day 2 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How does place value understanding help me add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Base 10 Blocks**  **Student – made place value charts** | | | **Ones, Tens, Hundreds, Place Value** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  xxxxx | **Common Core State Standards: 3.NB.2**  **3NBT2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** | | | | | |
| **I Can Statement(s):**  **I can put numbers in order from least to greatest and greatest to least.**  **I can figure out the value to a number using place value.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  You are a contestant on the game show “Let’s Make a Deal”. For your prize you can choose Door #1 for $517 Door #2 for $385 or Door #3 $498. Which door do you choose and why? Pair share. | | | | | |
| **Teacher Directed/Guided Practice Teacher gives students 3 number tiles and students create the largest and smallest number. Teacher circulates and students defend answers. Teacher chooses students to model in front of the class with both correct and incorrect answers. Students critique solutions of others. Teachers hand out play money and base 10 blocks. Pairs of students model $175, $517, and $715. Students model using money and base 10 blocks. Students write numbers in order from least to greatest and greatest to least. Teacher leads conversation about how students figured out their solutions. Teacher guides students to the understanding that the largest place (hundreds) determines the greatest number.** | | | | | |
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| **Independent Practice:**  **Students work in their eNvisions math book pages 4-5**  **Game:** <http://www.mrnussbaum.com/placevaluepirates1.htm> | | | | | |
| **Closing/Summarizing Strategy:**  **Students will each write a 3 digit number in their math journals. They will then share their number with a partner and decide which number is larger/smaller and explain why. Then switch.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Order 4 or larger number** | | | **Order 2 or smaller numbers** | | | **Answer orally or in writing; Have another student interpret** |
| **Assessment(s):**  Independent work on page 4-5 and teacher observation | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |